DOCUMENT RESUME

ED 040 809 24 RC 004 454

TITLE	A Communication Skills Program; SEL Pathways to Better Schools; SEL Pathway Series, Vol. 7.
INSTITUTION	Southeastern Education Laboratory, Atlanta, Ga.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-6-2869
PUB DATE	May 70
CONTRACT	OEC-2-7-062869-3077
NOTE	84p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$4.30
DESCRIPTORS	*Communication Skills, Community Characteristics, *Educational Disadvantagement, *Educational Needs, Facility Guidelines, Financial Support, Instructional Improvement, Language Handicapped, *Program Planning, Program Proposals, *Rural School Systems, School Administration, School Personnel, Special Services, Speech Handicapped

ABSTRACT

Seven volumes make up the Southeastern Education Laboratory's SEL Pathway Series. SEL suggests that before using any of the series that Volume 1, "Comprehensive Planning Guide," be used to assist the local school planner in assessing needs and systematically planning strategies to meet these needs. "A Communication Skills Program" is illustrative in nature and is intended to suggest ideas to local planners about the content and organization of a written Title III proposal. The program described in the document is intended (1) to provide therapeutic instruction for speech- and language-handicapped children, (2) to train teachers to recognize speech and language problems, and (3) to train teachers to provide followup instruction and support for therapy programs for the speech- and language-handicapped. The illustrative proposal will suggest the type of content necessary, and the critique will serve to assist the planner in making the presentation of his plan qualitatively and quantitatively better. (LS)

ED0 40809

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

RECEIVED
JUL 20 1970
NMSU
E.R.I.C.

SEL PATHWAYS TO BETTER SCHOOLS
—a communication skills program

NUMBER 7 IN SEL PATHWAY SERIES

SOUTHEASTERN EDUCATION LABORATORY / ATLANTA, GEORGIA

RC 004454

RECEIVED
JUL 20 1970
NMSU
E.R.I.C.

SEL PATHWAY SERIES

1. Comprehensive Planning Guide
2. Organization for Instruction Program
3. In-Service Training Program
4. Reading Program
5. Dropout Reduction Program
6. Preschool Training Program
7. Communication Skills Program

May 1970

Southeastern Education Laboratory
3450 International Boulevard
Atlanta, Georgia 30354

(404) 766-0951

This document was produced by the Southeastern Education Laboratory, a private non-profit corporation supported in part as a regional education laboratory by funds from the United States Office of Education, Department of Health, Education, and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

SEL BOARD OF DIRECTORS

Dr. H. Titus Singletary, Jr.
President

Dr. William A. Hunter
Vice-President

Dr. Jean A. Battle
Treasurer

Dr. Truman M. Pierce
Immediate Past-President

Dr. Kenneth W. Tidwell
Executive Secretary

Mr. Joseph T. Amisano

Mrs. Dorothy Baylor

Dr. John R. Beery

Dr. J. Clyde Blair

Dr. Leander L. Boykin

Mr. Ulysses Byas

Dr. Joseph Crenshaw

Mr. Jack D. Gordon

Mr. Clyde W. Kimball
Chairman, Regional Council

Mrs. Fannie Nelson

Dr. J. A. Williams

ACKNOWLEDGEMENTS

Many persons, agencies, and institutions have contributed invaluable knowledge to the staff members of Southeastern Education Laboratory during the preparation of this second generation SEL Pathway Series. Special thanks go to those original five school systems without which the first set of materials would not have been possible; particularly significant were the suggestions made by administrators and school personnel located at Twiggs County, Georgia; Williamsburg and Fairfield Counties, South Carolina; and Claiborne and East Tallahatchie Counties, Mississippi.

Consultants who have offered many excellent suggestions regarding the content of the second generation Pathway Series programs include M. S. MacDonald, Rosemary Wilson, Jarvis Barnes, William Kirby, John Goode, Henry Gentry, John Adams, W. O. Best, Robert Egbert, Joe Johnston, Cliff Youngblood, Ruth Farmer, Bernard A. Kaplan, Will Atwood, Edward C. Martin, William White, Sidney Cooper, Gary Ashley, Estelle Howington, Bob Aaron, A. J. Comfort, Paul Halverson, Charles K. Frenzen, Jule Sugarman, and Billy Mellown. These persons represent a cross-section of opinion that is essential in creating materials of this kind. Consultants who assisted in preparing the

Comprehensive Planning Guide include Paul Orr, Doyne Smith, and Robert H. Hatch.

The staff members of SEL who were directly responsible for the development of the *Pathway Series* at various times during the past eighteen months include Robert E. Nelson, Edward G. Barnes, W. P. Sprayberry, Edward J. Storey, William F. Coulton, and former staff member, Walter D. Branch. All these persons deserve commendation for the fine work they have done on the *Series*.

TABLE OF CONTENTS

Page

INTRODUCTION viii

HOW TO USE THIS DOCUMENT xv

ILLUSTRATIVE CASE 1

STATISTICAL DATA 1
- Project Information. 4
- Budget Summary 5
- School Enrollment, Project Participation Data, and Staff Members Engaged. 5
- Personnel for Administration and Implementation of Project. 6
- Number of Persons to be Served 7

NARRATIVE. 8

I. ABSTRACT 9
- Objectives 9
- Activities and Procedures. 9

II. THE COMMUNITY. 11
- Population 11
- Location 11

III. STATEMENT OF NEED. 13
- Educational Facilities 13
- Determination of Need 13
- Local Financial Inadequacy 16

IV. OBJECTIVES 18

V. PROCEDURES 21
- Activities and Procedures. 21
- Justification of Procedures. 23

VI. EMPHASIS 25

VII. PLANNING 27
- Agencies Involved. 27
- Methods and Procedures 27
- Agency Assistance. 29
- Support for Planning 29
- What the Funds Will Provide. 29
- Phasing Out Federal Support. 29
- Related Services and Activities. 30

Page

VIII. PARTICIPATION OF NONPUBLIC SCHOOL CHILDREN. 31

IX. EVALUATION 33
Methods, Techniques, Procedures. . . . 33
Instruments. 33
Cost 34

X. DISSEMINATION. 35

XI. QUALIFICATIONS OF PROFESSIONAL PERSONNEL 37
Positions to be Filled and Annual Salaries. 37
Qualifications and Duties. 37
Qualifications of Staff. 38

XII. FACILITIES, EQUIPMENT, AND MATERIALS . . 39

XIII. SUBCONTRACTING 40

XIV. TAX EFFORT 42
Degree of Tax Effort 42
Ability to Meet Critical Educational Needs. 42

FINANCIAL DATA 44

ASSURANCES 54

REVIEW OF RELATED RESEARCH 58

SUPPLEMENTARY BIBLIOGRAPHY 65

INTRODUCTION

Background of SEL Pathway Series

Since the inauguration of the various Title programs implemented under the Elementary and Secondary Education Act of 1965, many school systems which needed federal assistance have not obtained funds. Although there are various reasons for this failure, many of the rural isolated school districts which have a majority black school population simply lack the manpower and resources with which to assess needs and to construct plans that will be funded. The Southeastern Education Laboratory received a special contract with the U. S. Office of Education in April 1968 to lend technical assistance to certain rural isolated school systems and to determine how the Laboratory might develop materials and strategies that would bring all available resources to bear on local educational problems to these and other economically poor districts.

Discovering Pathways the First Year

Based upon the experiences gained by working closely with five school systems and reviewing the Coleman Report[1] and subsequent reports such as the Summary Report[2], which identified common needs and problems among many rural isolated systems in the Southeastern United States, the Laboratory developed seven illustrative Title III programs. Five of these programs were funded and became operational. SEL staff members monitored the projects and, in some instances, participated in evaluation phases during 1969. After one year of operations, staff members met with local and state Title I and Title III officials from Georgia, Alabama, South Carolina, Mississippi, Florida, and Tennessee to determine how the original illustrative programs could be improved.

---

[1] James S. Coleman, and others, Equality of Educational Opportunity. A report prepared for the U. S. Department of Health, Education, and Welfare, 1966.

Second Generation Pathways to Better Schools

Suggestions for improving the original seven programs focused upon the difficulties encountered by local school officials in assessing needs and resources prior to selecting strategies. Several consultants stated that local proposal writers sometimes construct programs for which no trained personnel are available for implementation; others select strategies which are inappropriate to the actual needs of the school system. It was concluded that the second generation Pathway Series should include materials which would assist local school planners in assessing their needs and systematically planning strategies to meet these needs. The Comprehensive Planning Guide, Number 1 of the SEL Pathway Series, was created to serve this purpose. The Guide includes (1) instructions for a survey and an inventory of needs; (2) suggestions for allocation of resources to needs and establishment of need priorities; and (3) ways to plan for program action. By using the Guide, together with other sources of information, local school personnel can readily identify strategies that will aim to ameliorate a major educational problem. It is recommended, therefore, that this Guide be used prior to using any other Pathways in order to determine precisely what programs are necessary in problem solving.

---

[2] A Summary Report of Six School Systems. A report published by the South Florida School Desegregation Consulting Center, School of Education, University of Miami, Coral Gables, Florida, 1968.

The six others in the Pathway Series are second generation programs which deal with particular problems identified in the Summary Report. They are illustrative in nature and are intended to suggest ideas to local planners about the content and organization of a written Title III proposal. Each program is presented according to the Title III format of the PACE Manual so that the information contained in the Pathway Series is programmed for the reader. The information is divided into two major divisions: (1) Case Commentary and (2) Illustrative

Case. The Case Commentary appears on the lefthand side of each page. The content is intended to be instructive concerning each section of the Title III proposal format and the topic under consideration. Elements include:

A. Title III Guidelines

   A brief summary of major points included in the state guidelines for Georgia, Alabama, Florida, Mississippi, and South Carolina;

B. Suggested References

   Sources of information and research studies pertinent to the topic of the Illustrative Case and to the section of the Title III format under consideration;

C. Ideal Statement

   A statement pertaining to the proposal outline in which suggestions are made that are intended to enhance the quality of the content; and,

D. Critique

   A brief commentary which identifies major strengths and weaknesses of the Illustrative Case and remedies which could have been employed.

The Illustrative Case appears on the righthand side of the page in each of the Pathway Series programs and is an actual Title III proposal which has been funded or submitted for funding. The proposal illustrates how one local school system presented its needs, strategies, outcomes, and evaluation plans. The illustration appears as it was originally submitted for funding except for certain editorial changes considered necessary for clarity and consistency. Some portions also have been omitted for the sake of brevity, and the names and places in the Illustrative Case have been changed to preserve anonymity.

It is hoped that the packaged *SEL Pathways to Better Schools Series* will be useful from the initial planning stage to the summative evaluation report. Although the present *Series* more nearly approximates this ultimate goal, it is by no means perfect and awaits further testing before additional work can be done. The total program includes:

1. Comprehensive Planning Guide
2. Organization for Instruction Program
3. In-Service Training Program
4. Reading Program
5. Dropout Reduction Program
6. Preschool Training Program
7. Communication Skills Program

Pathways are Suggestive Rather than Exemplary

A few words of caution need to be made about using the *Pathway Series*. It should be pointed out that the content of the illustrative proposal and the suggested references and statements made about each section are intended to suggest rather than to dictate how a proposal should be written or strategies should be employed. The selected proposals are used only as examples; they demonstrate both superior and inferior qualities. Since each school system has problems and resources which are unique in each instance, it is probable that most of the information contained in the illustrative Title III proposal will not have direct application to most other school systems. Hopefully, the information will suggest the type of content which is necessary and the critique will serve to assist the planner in making the presentation of his own plan qualitatively and quantitatively better.

The information contained in the SEL Pathways to Better School Series is not intended to replace the use of state guidelines manuals or other materials required by state education departments, or the assistance of state department of education officials in planning. Rather, rural isolated school systems are encouraged to acquire as much assistance as they can to insure successful planning and implementation.

With this information in mind, it is hoped that many rural isolated school systems can employ the

SEL Pathway Series in the manner in which it was intended: to assist in alleviating educational disadvantagement in the Southeast and the nation.

Kenneth W. Tidwell

Kenneth W. Tidwell
Executive Director

May 1970

HOW TO USE THIS DOCUMENT

The *SEL Pathways to Better Schools: A Communication Skills Program* is used to best advantage in conjunction with the state Title III guidelines manual and other resources *after a careful assessment* of needs, priorities, and resources has been accomplished. Since the construction of a proposal is actually the culmination of a planning process that may have begun many months or a year prior to actually writing a proposal, the potential user of this document should have obtained and used either No. 1 of the *SEL Pathway Series*, the *Comprehensive Planning Guide*, or other planning assistance.

After a review of the Title III guidelines manual for the state in which the school district is located, all of the needs, objectives, strategies, outcomes, and other information developed in earlier planning should be matched with the sections of the Title III format in which specific information is required. Once the minimal requirements have been met quantitatively, the program selected from among the six programs offered in the *Pathway Series* can be employed. By reading the Illustrative Case (an actual proposal) on the righthand side of each page, the planner can see how a proposal was presented by one school system. In this particular instance, the illustrative proposal was submitted by a school system located in a metropolitan area. However, the school population is composed largely of educationally disadvantaged pupils, and the program should be readily adaptable to a rural situation. By reading the Case Commentary on the lefthand side of each page, the planner can gain a broader understanding of general requirements and can find suggestions about where more information can be obtained; ideas about developing statements that will enhance the presentation of selected information; and critical comments regarding the strengths and weaknesses of the Illustrative Case.

With these insights, the planner can begin to expand, delimit, and polish the ideas that were originally written under each section of the format. Hopefully, the information contained on the lefthand side of the Pathway program will direct the planner in such a manner as to insure that all sections of the proposal are tied together empirically. Particular attention should be given to those sections in which needs, objectives, strategies, outcomes, and evaluation are discussed. The organization of these sections to allow adequate monitoring and evaluation activities is often as important as the strategy selected to be employed.

Although it is doubtful that any planner will have or need all of the sources of information contained in the Suggested References section, these sources were selected because they provide direct insights into problems which typically occur during the actual writing of a proposal. There are many other excellent sources which may be used.

Since the Southeastern Education Laboratory has a vital interest in the improvement of education in the Southeast and the nation, there is a three-part mailer on the following page which will serve to keep SEL informed about the application of this and other documents in the _Pathway Series_. The reader is encouraged to fill out the card specified for each phase of planning and implementation. This will enable the Laboratory to evaluate the _Pathway Series_.

PHASE I - Planning (Fill out after using PATHWAY for initial planning)

☐ I found this document useful during planning in the following ways: ______________________________

____

____

☐ I did not find this document useful.

☐ I wish to contact someone at Southeastern Education Laboratory regarding suggestions I have for improving this document.

☐ I wish to contact someone at SEL about assisting us in planning.

7I

Name ______________________________
Title ______________________________
Address ______________________________

Cut here

Cut here

PHASE II - Draft of Proposal (Fill out after using PATHWAY for constructing proposal)

☐ I found this document useful during the proposal writing stage in the following ways: ______________________________

____

____

☐ I did not find this document useful.

☐ I wish to contact someone at SEL regarding suggestions I have for improving this document.

☐ I wish to contact someone at SEL about reading and reacting to this draft of the proposal.

7II

Name ______________________________
Title ______________________________
Address ______________________________

Cut here

Cut here

PHASE III - Funding & Implementation (Fill out after receiving acceptance or rejection of the proposal)

☐ The proposal as written was rejected on ____________(date).

☐ The proposal was funded and implementation will begin ________(date).

☐ The Pathways were helpful in constructing an acceptable program.

☐ The Pathways were not helpful.

☐ I wish to contact someone at SEL regarding suggestions I have for improving this document.

☐ I wish to contact someone at SEL about assisting or recommending persons who can assist in implementing this program.

7III

Name ______________________________
Title ______________________________
Address ______________________________

Southeastern Education Laboratory
3450 International Blvd.
Suite 221
Atlanta, Georgia 30354

Southeastern Education Laboratory
3450 International Blvd.
Suite 221
Atlanta, Georgia 30354

Southeastern Education Laboratory
3450 International Blvd.
Suite 221
Atlanta, Georgia 30354

STATISTICAL DATA

CASE COMMENTARY

Statistical Data

A. Title III Guidelines

Alabama, Florida, Mississippi and South Carolina have made substantial format changes in Part I, Statistical Data. Florida's format is simplified and is very easy to read. The arrangement of the required items of information presents a much less formidable obstacle than did the earlier PACE Manual layout. Georgia adopted the familiar PACE Manual Part I with only minor changes in the headings. Mississippi, like Florida, has rearranged and simplified the information required in the Statistical Data section and has color coded that portion of the guidelines for easy identification. Alabama has revamped all sections (persons served) to include considerably more detail of a different nature in some sections (D and E) and less detail in others (sections A, B, and C). In summary, it may be said that the Statistical Data section of each of the five states' guidelines requires essentially the same information, but different formats are employed. Any proposal should refer to the applicable Title III guidelines.

B. Suggested References

1. Applicable State Title III Guidelines
2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

ILLUSTRATIVE CASE

See Statistical Data following.

CASE COMMENTARY

C. Ideal Statement

The Statistical Data portion of the proposal should identify in statistical terms: (1) the target population, (2) the project staff, (3) cost categories by instructional areas, (4) certain ancillary services, and (5) the context for project endeavors.

D. Critique

The Statistical Data section in this case meets minimum requirements.

ILLUSTRATIVE CASE

OE 4381 (11-68)

ILLUSTRATIVE CASE

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON D.C. 20202

BUDGET BUREAU NO. 51-R600
APPROVAL EXPIRES 6/30/68

ESEA TITLE III STATISTICAL DATA

Elementary and Secondary Education Act of 1965 (P.L. 89-10)

THIS SPACE FOR U.S.O.E. USE ONLY →	PROJECT NUMBER	STATE CODE	COUNTY CODE	REGION CODE	STATE ALLOTMENT

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM *(Check one)*

A ☒ INITIAL APPLICATION FOR TITLE III GRANT OR RESUBMISSION
B ☐ APPLICATION FOR CONTINUATION GRANT
C ☐ END OF BUDGET PERIOD REPORT

2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE OE ASSIGNED PROJECT NUMBER

3. MAJOR DESCRIPTION OF PROJECT: *(Check one only)*

A ☒ INNOVATIVE
B ☐ EXEMPLARY
C ☐ ADAPTIVE

4. TYPE(S) OF ACTIVITY *(Check one or more)*

A ☐ PLANNING OF PROGRAM
B ☐ PLANNING OF CONSTRUCTION
C ☐ CONDUCTING PILOT ACTIVITIES
D ☒ OPERATION OF PROGRAM
E ☐ CONSTRUCTING
F ☐ REMODELING

5. PROJECT TITLE *(5 Words or Less)*

Communication Skills
(Speech and Language Development)

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. *(See instructions)*

The proposal uses a multisensory approach to mitigate speech and language disorders. The approach includes listening and speaking experiences for 4,000 elementary school children and extensive in-service training to provide classroom teachers with the skills needed to detect, identify and refer children with speech and language problems to the proper remedial programs.

ITEM NUMBER

7. NAME OF APPLICANT *(Local Education Agency)*

X-County Board of Education

8. ADDRESS *(Number, Street, City, State, Zip Code)*

Manor, Tappan

9. NAME OF COUNTY

X-County

10. CONGRESSIONAL DISTRICT

Third Congressional District

11. NAME OF PROJECT DIRECTOR

To be named

12. ADDRESS *(Number, Street, City, State, Zip Code)*

PHONE NUMBER --------

AREA CODE --------

13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT *(Please type)*

John Asker

14. ADDRESS *(Number, Street, City, State, Zip Code)*

Manor, Tappan

PHONE NUMBER --------

AREA CODE --------

15. POSITION OR TITLE

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT

DATE SUBMITTED

March 1, 1970

ILLUSTRATIVE CASE

SECTION A – Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED

17A. TOTAL NUMBER OF COUNTIES SERVED One

B. TOTAL NUMBER OF LEA'S SERVED One

C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED 70,000

18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED $ 352.00

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE *(Month, Year)*	ENDING DATE *(Month, Year)*	FUNDS REQUESTED
A.	Initial Application or Resubmission		7/1/--	6/30/--	$117,000.00
B.	Application for First Continuation Grant		7/1/--	6/30/--	$ 67,713.00
C.	Application for Second Continuation Grant		7/1/--	6/30/--	$ 67,713.00
D.	Total Title III Funds				$252,426.00
E.	End of Budget Period Report				

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.*

A *Type of function (Check applicable boxes)*

1 ☐ REMODELING OF FACILITIES 2 ☐ LEASING OF FACILITIES 3 ☒ ACQUISITION OF FACILITIES

4 ☐ CONSTRUCTION OF FACILITIES 5 ☒ ACQUISITION OF BUILT-IN EQUIPMENT

B 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY

2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS All Three Mobile Units

C AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY $ 49,287.00

SECTION C – SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1-6	GRADES 7-12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment in Geographic Area Served	(1) Public			8,017	7,617			15,634	
		(2) Non-public								
B	Persons Served by Project	(1) Public			4,000				4,000	175
		(2) Non-public								
		(3) Not Enrolled								
C	Additional Persons Needing Service	(1) Public								
		(2) Non-public								
		(3) Not Enrolled								

2.	TOTAL NUMBER OF PARTICIPANTS BY RACE *(Applicable to figures given in item IB above)*	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
		1,000	3,000			4,000

ILLUSTRATIVE CASE

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED	Approximately 25%		Approximately 75%		

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION		1				
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1-6						
(4) GRADES 7-12						
(5) OTHER Speech/Language				3		
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL (Paraprofessional)				3		
E. ALL NON-PROFSSIONAL				1		
F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS →	(1.) TOTAL NUMBER RETAINED 3			(2.) TOTAL CALENDAR DAYS RETAINED 15		

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION		2				
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6	299					
(4) GRADES 7-12						
(5) OTHER	17					
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL						
F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS →	(1.) TOTAL NUMBER RETAINED			(2.) TOTAL CALENDAR DAYS RETAINED		

SECTION E - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

		TOTAL NUMBER SERVED OR TO BE SERVED						NONPUBLIC SCHOOL PUPILS INCLUDED (7)	ESTIMATED COST (8)
	MAJOR PROGRAM OR SERVICES	PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)		
1.	EVALUATIVE PROGRAMS								
A	Deficiency Survey (Area Needs)								
B	Curriculum Requirements Study (Including Planning for Future Need)								
C	Resource Availability and Utilization Studies								
2.	INSTRUCTION AND/OR ENRICHMENT								
A	Arts (Music, Theater, Graphics, Etc.)								
B	Foreign Languages								
C	Language Arts (English Improvement)								
D	Remedial Reading								
E	Mathematics								
F	Science								
G	Social Studies/Humanities								
H	Physical Fitness/Recreation								
I	Vocational/Industrial Arts								
J	Special-Physically Handicapped								
K	Special-Mentally Retarded								
L	Special-Disturbed (Incl. Delinquent)								
M	Special-Dropout								
N	Special-Minority Groups								
3.	INSTRUCTION ADDENDA								
A	Educational TV/Radio								
B	Audio-Visual Aids								
C	Demonstration/Learning Centers								
D	Library Facilities								
E	Material and/or Service Centers								
F	Data Processing								
4.	PERSONAL SERVICES								
A	Medical/Dental								
B	Social/Psychological								
5.	OTHER Speech & Language			4,000					$117,000 (1st year)

CASE COMMENTARY

I. Abstract

A. Title III Guidelines

All five states--Alabama, Florida, Georgia, Mississippi and South Carolina--require a one-page description of program objectives and procedures.

B. Suggested References

Krathwohl, David R. How to Prepare a Research Proposal. Syracuse University, 1966. (Mimeographed.) (Copies are available for $1.00 from Syracuse University Bookstore, 303 University Place, Syracuse, New York, 13210.)

C. Ideal Statement

The Abstract should include a concise statement of the needs attacked by the program and specifications of the program:

1. clientele
2. location
3. duration
4. objectives
5. procedures.

D. Critique

This Abstract contains no clear description concerning the location and duration of the project. The criteria for inclusion of pupils in the clientele to be served by this program are not stated explicitly. Failure to develop such criteria is a continuous handicap in attaining precision in the description of the scope of the program.

ILLUSTRATIVE CASE

I. Abstract

A. Objectives

1. To provide therapeutic instruction for speech and language handicapped children.

2. To train teachers to recognize speech and language problems.

3. To train teachers to provide follow-up instruction and support for therapy programs for the speech and language handicapped.

B. Activities and Procedures

1. Hire three certified speech/language teachers.

2. Hire three teacher aides.

3. Secure and equip three mobile units.

Three mobile units will serve 17 schools. Each unit will be staffed with one speech/language teacher and one aide, and each will be equipped to provide a multi-sensory approach in the treatment of speech and language disorders. At the start of the program, the three teachers will conduct in-service training for teachers in the 17 elementary schools to be served by this project to train them to recognize children with speech and language handicaps. Children referred by teachers will be evaluated by the speech/language teachers. Those requiring therapy will be scheduled for such instruction on the days the mobile unit serves their school. Mobile units will house the materials and equipment needed for the program.

An aide will work in one section of each mobile unit and will

CASE COMMENTARY

ILLUSTRATIVE CASE

perform routine therapeutic exercises designed for individual or small group instruction.

As soon as the teachers are thoroughly familiar with the identification of speech and language problems and the proper procedures for referral for evaluation and/or therapy, the three speech/language teachers will begin an in-service program to acquaint teachers with follow-up instruction and supportive exercises for children in the therapy program.

CASE COMMENTARY

II. Community

A. Title III Guidelines

State guidelines minimally require an estimation of the population in the area to be served, the ratio of that area's population to that of the state, and a state map showing the location of the area to be served. Each state also requires a list of local education agencies and counties to be served.

B. Suggested References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.
2. Applicable State Guidelines.
3. Hawkridge, G., P.C. Campeau, and P.K. Trickett. Preparing Evaluation Reports of Educational Programs: A Guide for Authors. Palo Alto: American Institute for Research in the Behavioral Sciences, 1969, pp. 6-11.

C. Ideal Statement

Beyond minimal requirements, this section should include a brief description of the community including (1) school population trends and distribution and (2) a socioeconomic profile of the area to be served by the project. In short, this section should provide a description of the context within which the project will operate.

ILLUSTRATIVE CASE

II. Community

A. Population

The estimated population of X-County in 19-- is 70,000 persons. The official 1960 census listed 39,154 inhabitants of X-County with a growth increase over the preceding ten years of 100 percent. The rate of increase since 1960 and projected figures by community planners indicate the population will continue its rapid growth. This rapid increase has resulted from the influx of personnel to a number of industries in X-County. The economic structure also includes farming, forestry, and a wide variety of light industry.

Of the estimated population of X-County, approximately 16,500 children and youth are eligible to attend the county's 23 public schools. There are three privately operated elementary schools with a total enrollment of 1450 children.

X-County has two economic extremes within its population. A part of the county has the unofficial distinction of having the highest per capita income in the state. At the other extreme, 90 percent of the children in the Title I schools in the southern part of the county meet the identification criteria for disadvantaged pupils.

B. Location

(The map has been omitted to preserve the anonymity of the school system.)

This project is planned to provide in-service training for teachers and supportive personnel. It will enable personnel to develop awareness of speech and language problems and will afford expert

CASE COMMENTARY

D. Critique

This section meets minimal state requirements with one exception: a list of local education agencies is missing.

ILLUSTRATIVE CASE

assistance, through the use of mobile units, to children who show significant handicaps. Only one county is to be served.

CASE COMMENTARY

III. Statement of Need

A. Title III Guidelines

State guidelines for Alabama and Mississippi are identical in that they require a brief statement of needs, an explanation of need priority, and evidence that the community is aware of the needs.

Florida and Georgia require a description of the educational facilities and resources, a listing of needs of people in the area, and an explanation of how the priority was determined. A description of the financial inadequacy of the area to be served as compared to other areas in the state is also required. South Carolina's requirements are basically the same as those of Florida and Georgia but differ in sequence and wording.

B. Suggested References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

2. Comprehensive Planning Guide, No. 1 of SEL Pathways to Better Schools Series. Atlanta: Southeastern Education Laboratory, 1970.

3. "How Much Are Students Learning?" A Report Prepared by the Committee on Assessing the Progress of Education. Ann Arbor, 1968.

ILLUSTRATIVE CASE

III. Statement of Need

A. Educational Facilities

X-County is situated within driving distance of the following institutions of higher learning:

Carter Junior College
Acton University
Farnham College
Jennings College
Tyler State College
Booth College

In addition, area professionals will be served by the Middle State Teacher Education Service which will provide in-service training for school personnel through the state university and local colleges.

B. Determination of Need

Of the 23 public school centers in X-County providing services for some 16,500 children of school age, 17 serve elementary school children. The children come from a wide variety of backgrounds. Some are the products of a complex cosmopolitan environment (military community); others are the products of the sophisticated atmosphere of the small town; others are the products of rural isolation. Rapid population growth and increasing educational demands contribute to the growing list of needs. The inability over the years to attract and to hold qualified teachers has been a contributing factor to the list of unfilled needs.

Special programs during the regular school term and summer projects under Title I, Elementary and Secondary Education Act, have revealed that educational problems are often traceable to poor language patterns and an inability to communicate effectively. Analysis of

CASE COMMENTARY

4. "Prospective Changes in Society by 1980," No. 1 of Designing Education for the Future Series, eds. Edgar L. Morphet and Charles O. Ryan. An Eight State Project. New York: Citation Press, 1969.

5. Evaluating the Elementary School, A Guide for Cooperative Study, 1964 ed. Atlanta: Southern Association of Colleges and Schools, Commission on Elementary Schools, 1969.

6. Evaluation Criteria, 4th ed. Washington: National Study of Secondary School Evaluation, 1969.

C. Ideal Statement

A statement of needs provides the basis of all strategies, procedures, and outcomes and should include:

1. Documentation of a needs assessment program
2. An array of needs and resources
3. A confrontation of needs and resources
4. Assignment of priorities to needs.

D. Critique

The proposal is somewhat dificient regarding points 2, 3, and 4 of the Ideal Statement. No clear, systematic overview of needs and resources is presented. Therefore, confrontation of both is possible only in a rather unsystematic way.

This project restricts its needs identification to one content area (language arts) of one aspect (instruction) of the

ILLUSTRATIVE CASE

student performance records maintained in Title I reading programs suggested that fewer reading problems would exist if children were freed from the limitations imposed by speech and language handicaps. In many instances, children have difficulty relating hearing, seeing, and speaking experiences because their background does not include the variety of experiences necessary for the development of standard speech and language patterns.

A Title I activity, in which a speech therapist taught children with speech impediments and held in-service training meetings with teachers, aroused the interest of many persons to the needs of the speech and language handicapped. A survey of the student population to determine the number with speech and language handicaps was dependent upon informal referrals and observations by classroom teachers and on lists prepared by professionally qualified personnel who were already engaged in limited remedial programs within the school system. One is aware that surveys and observations of a large school population conducted by classroom teachers without close supervision by trained clinicians will fail to identify many handicapped children. Without doubt, in many instances contributing factors such as poor vision, hearing impairment, lack of intellectual stimulation, physical undernourishment, and even neglect went unnoticed.

The pilot study revealed an estimated 4,200 students with evident speech or language disabilities. Of this number, some 1,725 children were seriously handicapped in speech and/or language. Speech and language handicaps include disorders of articulation, pitch and rhythm; problems of linguistics, speech development, and social speech; and speech

CASE COMMENTARY

school system. Little objection can be raised to the importance of the need identified, but it is not likely to be the only need in a school system with more than 15,000 children. A broader perspective of the system's needs is suggested.

ILLUSTRATIVE CASE

disorders with physical etiologies. The study revealed that most teachers are inadequately trained to recognize or treat speech and language disorders. The child with a speech or language disorder often experiences learning and personal problems. When the normal processes of maturation have not enabled the child to identify and reproduce phonetic sounds, learning is generally seriously affected. This is particularly evident in the language arts area. Deprived home environments often result in delayed speech development, inadequate verbal fluency, distorted sound production, and overall limited oral communication skills. Both physical and emotional conditions of the child affect the learning process. Research indicates that basic speech and language problems, including sound substitutions, omissions, reversals, and additions, are widespread. Causes for such problems may be found in areas such as basic intelligence, maturation, poor muscular coordination, illness affecting head and nervous system, poor auditory discrimination, short memory spans, and poor language training in infancy. All of these handicaps were observed in the children referred for therapy.

Problems incurred in conducting the original survey emphasized the need for in-service training of teachers by personnel professionally qualified in the identification of speech and language problems.

The learning problems of the language and speech handicapped child are often compounded by teachers who lack competency in oral communication skills. For instance, poor speech habits often exist even in relatively well-educated persons such as teachers.

CASE COMMENTARY

ILLUSTRATIVE CASE

Whatever the cause, many teachers simply do not recognize functional speech and language disorders. Those teachers who do recognize such difficulties often feel that identification is useless unless a program of remediation can be initiated.

In order to meet the above needs, this program will focus on in-service training of teachers to improve recognition skills and to improve their own language awareness, and supportive instruction to students including therapeutic instruction for those with speech and language handicaps.

In giving first priority to a program of speech and language remediation, it was recognized that handicaps in this area affect not only all areas of school work but also future life adjustment and economic success.

Other major problems areas must be considered. These include reading, school-pupil relationships, school-home communication, pupils' background experiences, pupils' self-concepts, adjustment of curriculum to individual pupil's needs, and dropout prevention.

However, Title I projects, current and past, have emphasized programs in improvement of reading skills, enrichment of background knowledge, and physical fitness. Little measurable growth has been achieved in the reading area and the major deterrent to reading programs has been identified as a deficiency in the area of speech and language.

C. Local Financial Inadequacy

A considerable portion of the large amounts of federal funds expended in areas where military

ILLUSTRATIVE CASE

installations are located goes to workers who commute from other school districts. Also, the vast properties occupied by such installations are exempt from local tax assessment. The funds made available through such legislation as P.L. 874 for impacted areas fail to meet the ever-growing need for educational materials and facilities.

While per capita incomes are relatively high in parts of X-County, large areas of the county are designated "target areas" for Title I expenditures.

The assessed valuation of property for school purposes is 40 percent of market value of $78,509,534 and brings into the treasury some $973,823 to operate the present educational and training program for the youth of X-County. Physical requirements for housing students during the past year placed demands upon the school system for $2,700,000 to build three junior high schools and one elementary school. Existing facilities in many instances are crowded far beyond the intended capacities. The local effort required by law from the local school system as part of the State Minimum Foundation Program for Education has increased from $452,000 to $588,746 in the past two years.

Local funds are not available for the much-needed services to the children of X-County described in this proposal.

CASE COMMENTARY

IV. Objectives

A. Title III Guidelines

Alabama and Mississippi guidelines require that each objective be listed, be described in detail, and include the changes anticipated from program activity. Florida and Georgia differ only in that they require that the objectives be related to the needs previously listed. South Carolina requires that the objectives be listed in measurable terms and be related to the needs previously listed.

B. Suggested References

1. Mager, Robert F. Preparing Instructional Objectives. Palo Alto: Fearon Publishers, Inc., 1962. (Publication may be obtained for $1.75 from Fearon Publishers, 2165 Park Boulevard, Palo Alto, California.)

2. McAshan, H.H. Writing Behavioral Objectives. Gainesville: Florida Educational Research and Development Council, 1969. (Publication may be obtained for $1.00 per copy from J. B. White, Executive Secretary of FERDC, College of Education, Gainesville, Florida.)

3. Popham, W. James. "Selecting Appropriate Educational Objectives." Los Angeles: Vimcet Associates, 1967. (This set of filmstrips may be obtained from Vimcet Associates, P.O. Box 24714, Los Angeles, California.)

ILLUSTRATIVE CASE

IV. Objectives

Objective 1

To provide in-service training for teachers and supportive personnel to enable them to recognize speech and language handicaps, and to provide training which will enable them to provide supportive instruction for the program.

Objective 2

To provide qualified personnel to make available expert assistance for children who suffer speech and language disorders.

Objective 3

To provide mobile units especially equipped and designed for use in helping students develop good speech and language patterns.

Objective 4

To provide speech/language teachers, making possible the inclusion of more children in the therapy program.

Objective 5

To provide the child experiences designed to develop speech competency. Many children lack basic background experiences for the development of good speech and language patterns.

Objective 6

To improve oral communication skills. Emphasis will be placed on developing the ability to speak in complete sentences and on the proper use of tenses, and efforts will be made to remedy word and word ending omissions.

CASE COMMENTARY

4. ________, Elliot W. Eisner, Howard J. Sullivan, and Louise L. Tyler. *Instructional Objectives*. No. 3 in AERA Monograph Series on Curriculum Evaluation. Chicago: Rand McNally and Company, 1969.

5. Assistance in writing behavioral objectives may be obtained from:
    a. Southeastern Education Laboratory, Atlanta, Georgia
    b. Project Ideals, Gainesville, Florida
    c. EPIC Evaluation Center, Tucson, Arizona.

C. Ideal Statement

Statements of objectives should include elements which reflect present needs, the desired change, and, to some extent, document the manner in which the objectives will be measured. The statement of objectives should include:

1. the doer
2. the overt behavior desired
3. conditions under which behavior occurs
4. performance under conditions given.

D. Critique

A number of the objectives fall short of the criteria listed in the ideal statement. Specifically, the descriptions of Objectives 1 through 5 are characterized by vagueness in terminology such as "recognize speech and language handicaps" (1); "expertly qualified personnel" (2); "speech and language disorders" (2); "basic background experiences" (5).

ILLUSTRATIVE CASE

Objective 7

To correct defective speech involving initial, medial, and final consonant sounds, blends, stuttering and stammering, lisping, inappropriate pitch, and problems of rhythm.

Objective 8

To increase range of expression through creative use of instructional media. Emphasis will be placed upon providing experiences for the child that will elicit vocalization. Materials adapted to the child's level will be used and extensive use of tapes and recordings will be made.

Objective 9

To provide auditory training for the handicapped child. To produce good speech one must be able to hear good speech. The language master, tape recorder, pitch pipe, musical instruments, records and tapes will be used extensively to facilitate hearing good speech.

Objective 10

To teach the production of sounds and the association of sounds with letters. Many children, as well as some teachers, are unable to hear or distinguish sounds. Research reveals that it is easier to teach visible symbols than audible symbols. Ninety-eight percent of all learning is dependent on visual or auditory skills, so a deficiency in either can seriously affect the learning process.

CASE COMMENTARY

While it is recognized that more complex objectives are difficult to describe in exact, i.e. operational, terms, the contractor must nevertheless attempt to avoid ill-defined concepts and behaviors. In connection with all objectives listed, it must be noted that references to measures of attainment of objectives are virtually absent. In short, the specific behavioral changes sought in teachers and students are not well described.

ILLUSTRATIVE CASE

CASE COMMENTARY

V. Procedures

A. Title III Guidelines

Alabama, Florida, Georgia, Mississippi, and South Carolina require that the procedures be stated sequentially. Alabama and Mississippi require in addition that the reason for selecting the procedures be stated and that both the content and methods of instruction be described as related to achievement of objectives. Alabama and Mississippi specify continuing assessment of programs and use of the resultant information in determining project direction. South Carolina requires and Alabama desires (when possible) that a schedule be submitted of dates and major events in the project.

B. Suggested References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.
2. Alexander, William J. A Working Paper on Organization for Instruction, Chapter IV. Prepared for Project Ideals through Florida Educational Research and Development Council, March 1967.
3. Goodlad, John, Planning and Organizing for Teaching, Washington: National Education Association, Project on Instruction, 1963.

ILLUSTRATIVE CASE

V. Procedures

A. Activities and Procedures

X-County's approach to the solving of many speech and language problems will include:

1. Utilization of trained professional personnel in leadership roles to plan and set up the program to alleviate speech and language problems in 17 elementary schools. This will include a thorough survey of children with speech and language handicaps.

2. Utilization of expert survey teams from the local system, from the State Department of Education, from the State University, and from Emory University to assist in the identification of children with speech and language problems.

3. Provision of extensive and intensive in-service training for all primary and upper elementary grade teachers, for specialized personnel, staff members, and supportive personnel in the detection, identification, diagnosis, and referral of children with speech and language handicaps. Limits of in-service training may be determined by local expert personnel. In-service training will also include the effective use of audio-visual and other instructional media in meeting the needs of the speech and language handicapped. The training afforded will be geared to putting into effect the multi-media, multisensory pupil-centered approach to alleviating educational problems.

4. Provision of three mobile units, each manned by a qualified speech/language specialist and a trained aide, to provide immediate assistance anywhere in the school system. Each mobile unit will be designed to render specialized

CASE COMMENTARY

4. "Planning and Effecting Needed Changes in Education," No. 3 of Designing Education for the Future Series, eds. Edgar L. Morphet and Charles O. Ryan. An Eight State Project. New York: Citation Press, 1969.

C. Ideal Statement

The Procedures section should contain the sequence of activities and practices in which specified content, method, and techniques are expected to achieve the objectives previously stated. Alternative procedures should be reviewed and noted and the sequences should be expressed in both written form and as a chart which depicts the paths of action.

D. Critique

The description of the procedures in the Illustrative Case is adequately extensive. A lack of organization of the procedure description is evident. The lack of clear subdivisions in A after the first four comments, could be remedied by the inclusion of a flow-chart. The procedures inherit a lack of specificity from the objectives.

ILLUSTRATIVE CASE

services. The unit will have equipment and material resources suited to the task of promoting speech and language remediation and development. Each unit will be equipped with two tape recorders, two Language Masters and three Language Master units, Maico Pure Tone Audiometer, Zenith Speech Audiometer, two Peabody Language Kits, Zenith T.V. amplifier with earphones, two phonic mirrors, typewriter, file cabinet, desk and chairs.

Proper utilization of supportive personnel in carrying out the proposal will make possible the use of highly qualified personnel for supervision, in-service training, therapeutic services to severe situations, and evaluation of the ongoing program.

In-service training will be conducted by specialized consultants and local expert personnel for five days prior to the opening of the formal school term. Personnel involved will conduct intensive study of the nature of the problems in speech and language skills. The teachers and supportive personnel will study the factors leading to such problems, and they will study the possible applications of techniques toward the remediation of such problems. The involved personnel will need to study the sociological and psychological forces contributing to speech and language handicaps.

To apply effective educational measures, to be creative and able to arouse the intellectual interest of the child, the teacher must be aware of all available materials, equipment, and resources adapted to improving oral communication skills and the comprehension of standard language. The teacher will find it necessary to learn for herself the skills involved in oral

CASE COMMENTARY

ILLUSTRATIVE CASE

speech and language development. In addition to the week of preparation prior to the formal opening of school, the involved personnel will meet in regular in-service sessions monthly, the amount of time to be equivalent to two weeks or ten days during the term.

In the development of instructional materials in the in-service experiences, the teacher will learn more effective uses of audiovisual aids. This medium will be used to expand the limited range of experiences many disadvantaged children possess. It will also promote the increased acquisition of verbal skills. Tape recorders will be used to develop auditory skills, to hear good speech, and to allow each student to evaluate his own speech. This should result in language improvement for both teachers and students. Listening skills will be developed through the use of such devices as programmed and taped vocabulary-enrichment lessons. Efforts such as these will reinforce good communication skills and improve self concepts. The Language Master will be used by students with speech handicaps for auditory training and sound production. A key factor in the program's success will be the teacher who has acquired a new sensitivity to speech and language problems and who is capable of using varied techniques, e.g., role-playing, group discussion, storytelling, experience charts, listening exercises, or relaxation to help such children.

B. Justification of Procedures

Several other solutions to the existing speech and language problems were considered. Alternative procedures that were rejected include:

CASE COMMENTARY

ILLUSTRATIVE CASE

1. Hiring an adequate number of speech therapists to work in each school with children who are speech and/or language handicapped. With an average case load of 80 each, this would necessitate hiring about 50 therapists. This would not be possible economically. There just are not that many speech therapists available.

2. Reducing the pupil-teacher ratio to 20 to 1 and furnishing in-service training to enable homeroom teachers to treat all children who are speech handicapped. The state does not supply an adequate teaching allotment to permit the 20 to 1 ratio, and sufficient training could not be furnished teachers to make it possible for them to handle all such problems.

3. Hiring remedial teachers for each subject area. This might help to raise the achievement level, but would not necessarily help to remediate speech and language problems.

4. *Placing all children with* speech and language handicaps in special classes. Again, the special teacher would need to have therapy training in order to be able to effect significant changes in such speech and language handicaps.

CASE COMMENTARY

VI. Emphasis

A. Title III Guidelines

Alabama and Mississippi do not require a section on Emphasis. Mississippi guidelines state in Chapter I that "priority (is given) to innovative and exemplary ...programs." Alabama's Project Prospectus and Statistical Report, (Section A) provide for applicants to indicate whether the project is innovative, exemplary, or adaptive. Georgia and Florida guidelines are identical in their requirements of a description in the Narrative section of how the project is innovative, exemplary, or adaptive. In the initial application, both states require that project emphasis be indicated. Georgia makes no such provision in its Prospectus. South Carolina does not mention an Emphasis section in the Narrative but does require an indication in the Statistical section.

B. Suggested References

1. Applicable State Guidelines obtainable from the State Department of Education.
2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

C. Ideal Statement

The Emphasis section defines and justifies the description, i.e. innovative, exemplary, adaptive, used in identifying the proposal.

ILLUSTRATIVE CASE

VI. Emphasis

Prior to the development of this proposal, some of the existing programs initiated through the Elementary and Secondary Education Act, Public Law 89-10, Title III, were reviewed. "Progress Thirteen," operated by the Washington County Board of Education, Sandersville, Georgia, was studied, as was the program in Rome, Georgia, which focused on a new approach to linguistics. The latter incorporates the study of dialects, history of the language, and regional differences, with emphasis on the economic and cultural conditions of the home, and assessments of the great need for programs in speech and language improvement.

X-County's study of educational literature related to ongoing research reveals that there are many approaches to solving the problems of the speech and language handicapped. Two programs studied were the Willow Manor Oral Communication project in Oakland, California, which emphasizes reduced teacher-pupil ratio, and the Buffalo, New York, project which uses poetry as a specific remedial speech practice.

X-County's approach to the problems of oral communication skills no doubt incorporates many of the measures used by other programs. Emphasis upon extensive in-service training; the use of programmed materials related to both the eye and ear; the use of specialists with specially equipped mobile units ready to give immediate service; and the use of supportive personnel in providing a multisensory, multimedia approach, make the X-County approach to the solution of these problems unique.

CASE COMMENTARY

D. Critique

By definition, many innovative projects are exemplary in nature. The Illustrative Case claims uniqueness because of the specific combination of elements of the teaching-learning interaction complex. More substantive evidence of this uniqueness seems appropriate.

ILLUSTRATIVE CASE

CASE COMMENTARY

VII. Planning

A. Title III Guidelines

Alabama and Mississippi require a description of (1) the past or future planning; (2) participation of other agencies, public and private; and (3) the resources needed to implement the program including personnel, time, equipment, facilities, and money. Georgia and Florida require essentially the same information but specify descriptions of (1) state agency help in planning, (2) any planning grants, (3) how federal support will be phased out, and (4) how project funding supplements rather than supplants local financial support. South Carolina asks simply for a description of the planning that took place in designing the project and the people and agencies involved. All five states require letters of commitment from agencies involved.

B. Suggested References

1. Applicable State Title III Guidelines.

2. *A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act*, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

3. "Planning and Effecting Needed Changes in Education," No. 3 of *Designing Education for the Future Series*, eds. Edgar L. Morphet and Charles O. Ryan. An Eight State Project. New York: Citation Press, 1969.

ILLUSTRATIVE CASE

VII. Planning

A. Agencies Involved

1. Selected specialized personnel on the X-County Board of Education central staff have participated in the development of this proposal. Mrs. JoAnn Melvin, Director of Pupil Personnel Services Miss Annabelle Clarke, Social Worker; John Asker, Superintendent of Schools; and Marvin Easterling, Director of Federal Projects, have presented X-County schools. Miss Jean Burr, Miss Lenore Green, and Mr. Sidney Johnston have given direction and guidance through suggestions and procedures as representatives of the State Department of Education.

2. To the extent that the identification of speech and language disabilities were considered to be an educational problem, all teachers and school administrators of X-County schools have participated.

B. Methods and Procedures

The proposed program for children with speech and language handicaps followed an analysis of (1) achievement test results, (2) oral communication skills, (3) speech defects, and (4) progress made in reading programs conducted under Title I projects. This analysis indicated that poor reading achievement was due in part to speech and language handicaps.

Extensive research was made of published professional literature related to the problems of the disadvantaged. Various approaches used in other areas were studied for possible application, such as the Oakland, California, Willow Manor Oral Language Project which featured the reduced pupil-teacher ratio; the Buffalo, New York, approach of using

CASE COMMENTARY

C. Ideal Statement

Planning identifies needs, establishes objectives, and projects the resources, relationships and evaluation required to operate.

D. Critique

This section of the Illustrative Case deserves close attention. Notice particularly its various subsections. As a whole, the various subsections form a complete picture of the over-all planning efforts. All materials cited in the Narrative text should be documented. The references in B should be footnoted.

ILLUSTRATIVE CASE

poetry as a specific remedial speech practice under the direction of a speech therapist; the programmed techniques of vocabulary enrichment as described by Programmed Learning Aids National, Inc., and as applied in areas of Arkansas; programs described by Gordon and Wilkerson in Compensatory Education for the Disadvantaged stressing reading as the key to learning, and programs within our own state.

The Pilot Reading Program known as "Progress Thirteen," under the auspices of Title III, Public Law 89-10, and featuring shared services has been studied. The developmental linguistic program at Rome, Georgia, operated under Title II, P.L. 89-10, has been visited and studied on several occasions. The Z-County proposal for a pilot demonstration project has been studied and evaluated. The mobile unit as used in the Z-County project is a well-known element in many improvement projects. The procedures described in this proposal will provide three well-equipped mobile laboratories on wheels. Each unit will be staffed by a speech/language teacher and a teacher aide capable of meeting the needs of children with serious speech and language problems.

X-County's proposal will provide in-service instruction to teachers to familiarize them with ways in which their instruction can support the work of the therapists and thereby make therapy more effective. Through a minimum number of supportive personnel X-County schools could effect the development of good speech and language patterns among its pupils. The September 1967 report of the American Speech and Hearing Association and the University of Maryland substantiates the fact that shortages in professionally trained personnel force educational

CASE COMMENTARY

ILLUSTRATIVE CASE

systems to turn to specialized use of supportive personnel.

C. State Agency Assistance

The State Department of Education approved the request of the local education agency to present a formal proposal for speech and language handicapped children. The local agency has enjoyed the cooperation of the state agency in the development of the proposal.

D. Support for Planning

Planning of this project proposal was not financed by an ESEA grant.

E. What the Funds Will Provide

Initially, the funds requested will provide for the purchase of three mobile units designed to render special services. This program will provide salaries for one part-time administrator and three speech and language teachers. Three paraprofessional aides will be hired. The speech and language teachers and the aides will utilize the specially equipped mobile units to provide services to the students with speech and language handicaps. The program will provide fees for consultant services for the in-service education of teachers and teacher aides. In addition, the funds will cover the cost of materials, equipment and supplies for this project, as well as miscellaneous administrative costs, clerical help, and travel for project personnel.

F. Phasing Out Federal Support

This program is designed to extend over a period of three years. The anticipated budget for the second and third years is approximately $67,713 for each year. It is

CASE COMMENTARY

ILLUSTRATIVE CASE

planned that the local system will be able to absorb the activity into its regular program of operation by the fourth year.

G. Related Services

During the past three years, one speech therapist has been employed to work in 5 of the 17 schools involved in this project. Not all eligible students in the 5 schools with a therapy program have been served. A therapist worked in the seven week Title I summer school program in 19--. Her services were limited to one day per week per school. Her work with teachers was enthusiastically received, children evidenced increased motivation for improved speech, and many of the therapist's suggestions have been carried out by regular classroom teachers during this school year. A private school for children in the county with speech and hearing problems is concerned primarily with children who have profound hearing losses.

It is envisioned that through this proposed project the school system will be able to attract qualified personnel to provide a program for the remediation and correction of speech and language handicaps.

CASE COMMENTARY

VIII. Participation of Nonpublic School Children

A. Title III Guidelines

Neither Alabama nor Mississippi includes a section on private schools in the Narrative portion of the proposal. Both, however, require in the Planning section that the applicant show how the project will benefit children and teachers in private nonprofit schools, and that plans for private school participation be documented. Florida, Georgia, and South Carolina devote a section to private nonprofit schools. Florida and Georgia require that any arrangements relative to the loan of project equipment be documented as to basis and terms for such loans. Only South Carolina requires that planning participation by nonpublic school personnel be described.

B. Suggested References

1. Applicable State Title III Guidelines

2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

C. Ideal Statement

When required, the section on Participation of Nonpublic Schools is expected to delineate any involvement of nonpublic school personnel and students in the project.

ILLUSTRATIVE CASE

VIII. Participation of Nonpublic School Children

Nonpublic schools will not be involved in this program.

CASE COMMENTARY

D. Critique

Although there are three nonpublic schools in X-County, the contractors apparently feel that the population of these schools shows sufficiently few language and speech handicaps to include these schools in the project. Where such a clear-cut judgment cannot be reached, it is desirable to include nonpublic schools. This is especially feasible if the project contains a teacher-oriented component. The operation costs of in-service training would hardly be influenced by the invitation of personnel from such nonpublic schools.

ILLUSTRATIVE CASE

CASE COMMENTARY

IX. Evaluation

A. Title III Guidelines

Alabama, Florida, Georgia, and Mississippi require a description of the methods, techniques, and procedures to be used in assessing the degree to which objectives of the program are met. They also require an estimate of the costs of evaluation and a description of the instruments to be used in the evaluation. Mississippi requires an explanation of "how the evaluation procedure is built into the proposed project activities." South Carolina specifies process evaluation and requires assessment on a continuing basis as well as product evaluation. In South Carolina, a description is required of the means "used in obtaining qualitative and quantitative measures of the extent to which objectives are achieved." That state also requires a description of measuring instruments and an estimate of cost.

B. Suggested References

1. Cook, Desmond L. Program Evaluation and Review Technique, Cooperative Research Monograph No. 17, Washington: Government Printing Office, 1966.
2. Sullivan, Howard J. "Objectives, Evaluation and Improved Learner Achievement," Instructional Objectives, AERA Monograph Series on Curriculum Evaluation No. 3. Chicago: Rand McNally & Co., pp. 65-99.
3. Applicable State Title III Guidelines.

ILLUSTRATIVE CASE

IX. Evaluation

A. Methods, Techniques, Procedures

The methods, techniques, and procedures which will be used to determine the degree to which the objectives of the proposed program may be achieved follow:

1. Speech/language teachers will maintain a cumulative folder for each child in which the student's progress will be noted.

2. Teachers will make subjective evaluations concerning improvement in oral communication skills, e.g. adequate sound production, use of complete sentences, and use of proper tenses.

3. Children will be pre- and post-tested with the reading section of the Iowa Test of Basic Skills or the California Achievement Test to measure achievement in that area.

Defective speech once corrected may well change the child from a withdrawn noncommunicator to one who verbalizes and vocalizes. Therapists should be able to observe and note improvement in speech disorders caused by emotional problems after the student has received instruction from teachers who understand his problems. The skillful teacher will use such instruments as the recorder, pitch pipe, Language Master, audiotape, or musical instrument to evaluate sound production.

B. Instruments

The reading section (vocabulary and comprehension) of standardized achievement tests will be used in pre- and post-testing to evaluate the impact on reading of

CASE COMMENTARY

4. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

C. Ideal Statement

Evaluation consists essentially of assessing the degree to which the target population acquires the behavior and capabilities specified in the objectives. Changes in learner behavior are the grist of evaluative activities in education.

D. Critique

This section of the Illustrative Case is one of the weakest. Too much reliance is placed on informal appraisal of progress. Too little thought is given to the difficulties inherent in the measurement of change. Large projects aimed at influencing specific behaviors need specific instruments for assessing this influence. If such instruments are nonexistent, they must be constructed. The assumption that standardized tests are appropriate for measuring the specific behaviors this project concentrates upon is questionable.

ILLUSTRATIVE CASE

improved language and speech. Classroom teachers will rate pupils individually on oral communication performance in the classroom. Speech/language teachers will record subjective evaluations of student progress in correcting speech and language.

C. Cost

An estimated $1,000 per year will be needed for testing and scoring materials, to include standardized tests, Language Master blanks, tapes, and the like.

CASE COMMENTARY

X. Dissemination

A. Title III Guidelines

Alabama and Mississippi require a description of provisions for publications, conferences, visitations, and other means of dispersing information about the project, along with an estimate of the cost of dissemination. Both Alabama and Mississippi place dissemination under Planning in their guidelines. Florida and Georgia require the same information but devote a major section to dissemination. South Carolina also allots a section to dissemination and requires that it take place initially in the geographical area served by the project and subsequently in other areas. South Carolina also requires cost estimates.

B. Selected References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

2. Applicable State Title III Guidelines.

3. National School Public Relations Association, 1201 16th Street, NW, Washington, D.C. 20036.

C. Ideal Statement

Most dissemination plans fail to include strategies for measuring the success of information programs. Very often, dissemination efforts are carried out by the project director. This

ILLUSTRATIVE CASE

X. Dissemination

Releases will be made to press, radio, and television concerning the scope and objectives of the project. Locally, two weekly papers will carry articles. One daily paper will feature releases and two area radio stations will publicize educational programs.

A quarterly newsletter will be prepared and published by X-County describing the accomplishments of the program. Copies will be disseminated to other systems in the state, to state educational association professional leaders, to the State Department of Education, and to patrons of this school system.

Parents, P.T.A. groups, civic leaders, and educators will be encouraged to visit the program in operation.

An approximate cost for publication of the quarterly newsletter is $350 per year.

Evaluation data will be disseminated to local school administrators and staffs.

CASE COMMENTARY

person is not always the one who can devote the attention required for such efforts to be consistent, timely, and successful. Careful planning, periodic evaluation, and competent persons in charge of dissemination should be specified in this section. The best and only truly effective dissemination is that which results in the replication of good practices in new situations.

D. Critique

Of the dissemination efforts listed, the most important are those regarding the flow of information to other professionals in and outside the state. Feedback to institutes equipped to redistribute information nationwide, such as the ERIC/CRIER and the SRIS systems, is not mentioned in this proposal.

ILLUSTRATIVE CASE

CASE COMMENTARY

XI. Qualifications of Professional Personnel

A. Title III Guidelines

Alabama and Mississippi guidelines dictate that (1) the number of personnel by position, job description, and qualifications be included along with (2) the time, the location, and conditions under which consultants will work. Both states place this information under Planning. They require resources, a description of the assistance sought, and the relation of the consultant to regular staff members. Florida and Georgia require information in addition to that above, i.e. amount of salaries, length of service, percent of full-time involvement, a description of the responsibilities, and the minimum acceptable qualifications for each position. Florida and Georgia also require that this section reflect the employment status, i.e. commitment, of professional personnel named in the contract. South Carolina requires information on three classes of project employees: (1) professional, (2) consultative, and (3) nonprofessional. In each case, the number of personnel needed, job descriptions, and distinction between sources of payroll funds are required.

B. Suggested References

Applicable State Title III Guidelines.

C. Ideal Statement

Project objectives establish the qualifications of professional personnel.

ILLUSTRATIVE CASE

XI. Qualifications of Professional Personnel

A. Positions to be Filled and Annual Salaries

1.	Administrative Project Director Part time	$2,000
2.	Professional Speech/language Teachers (3)	
	a. Full time	$10,350
	b. Full time	9,000
	c. Full time	6,600
3.	Paraprofessional Aides to teachers (3) Full time	average $5,350
4.	Consultants 45 days @ $100	$4,500

B. Qualifications and Duties

1. The project administrator will devote an average of 7½ hours per week to this project. He will be responsible for project direction, management and evaluation.

2. A professional teacher will be in charge of each mobile unit. Educational requirements include:
   a. Speech/language teacher--T-6 or equivalent certificate
   b. Teacher with training in linguistics--five year certificate
   c. Speech/language teacher--T-4 certificate.

3. A paraprofessional aide will be assigned to each mobile unit. Each aide must have completed at least two years of college and possess good speech and language habits.

4. Three educators in the field of speech and language will be secured to conduct in-service

CASE COMMENTARY

D. Critique

The one important comment to be made here concerns the heavy stress on the employment of speech therapists, whereas the description of objectives clearly indicates the desirability of employing personnel trained specifically in the use of language as a communication skill. The correction of speech impediments is not equivalent to the development of language abilities.

ILLUSTRATIVE CASE

training for teacher and supportive personnel.

B. Qualifications of Staff

No commitments have been made. However, tentative planning includes employment of one speech therapist who holds a Master's Degree, is a member of ASHA, and has approximately five years of successful experience; one speech therapist with a Bachelor's Degree and three years of successful experience; and one speech therapist who will graduate in June with a Bachelor's Degree major in speech therapy.

CASE COMMENTARY

XII. Facilities, Equipment and Materials

A. Title III Guidelines

Florida and Georgia require that the nature, location, and ownership of program facilities be described. Terms of any leases are to be indicated and all new programs are to be justified. Facilities and equipment provided by other than project funds should be explicated to indicate efforts to support the project from other resources.

B. Suggested References

1. Applicable State Title III Guidelines.
2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

C. Ideal Statement

Every project worthy of funding needs a physical base of operation for both program and staff where day-to-day operations occur, are recorded, supported, and enhanced.

D. Critique

This section meets the minimum requirements as described in the PACE Manual (XII - A & B). However, it does not include any evidence of efforts to use funds from other sources as required in paragraph C.

ILLUSTRATIVE CASE

XII. Facilities, Equipment and Materials

Three mobile units equipped with sound and visual aids at $13,000 each for a total of $39,000.

The mobile units will enable the extension of service of the speech/language teacher to oral communication problems when and where needed.

Instructional equipment to be installed in each unit includes:

Type Equipment	Quantity Per Unit	Total Cost Per Unit
Maico Pure tone audiometers	1	$300
Zenith speech audiometer	1	140
Tape recorders at $130 each	2	260
Peabody Language Kits at $55 each	2	110
Zenith TV amplifier-earphones at $115 each	2	230
Phonic mirrors at $450 each	2	900
Language Masters at $250 each	2	500

CASE COMMENTARY

XIII. Subcontracting

A. Title III Guidelines

Alabama, Florida, Georgia, Mississippi, and South Carolina treat the section on contracting exactly alike. All the states require that the following information be provided in each instance of contracted services:

1. Name and kind of agency with which the contract will be made.
2. Dates of contract. (Expiration date must not be later than that of Title III grant.)
3. Type of contract, e.g. fixed price, cost reimbursement, cost sharing.
4. Funds to be paid under the contract.
5. Services to be provided.
6. Responsibilities to be retained by the applicant for the control and supervision of the subcontracted services.

B. Suggested References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

2. Applicable State Title III Guidelines.

C. Ideal Statement

Subcontracting is permitted when the service to be performed (1) is neither appropriate for nor within the capabilities of the project staff; and (2) is approved by the commission.

ILLUSTRATIVE CASE

XIII. Subcontracting

This project does not involve the subcontracting of services.

CASE COMMENTARY

D. Critique

Given three mobile units, the question arises whether the proposal plans to specify built-ins and, if so, will subcontracting eventually be involved?

ILLUSTRATIVE CASE

2

CASE COMMENTARY

XIV. Tax Effort

A. Title III Guidelines

Alabama, Florida, Georgia, Mississippi, and South Carolina require that the applicant provide answers to the following questions (if special consideration is desired because of local inability to meet critical educational needs):

1. What percent of the legal maximum tax rate is the current school tax levy in your district?
2. What percent of the actual value of property in your district is the assessed value? What is the average percent for your state?
3. What percent of the average per pupil expenditure in your state is the average per pupil expenditure in your district?
4. Does your district have an unusual amount of nontaxable property? If so, please explain.

Alabama, Georgia, and Mississippi require additional information specifying: (1) the phasing out of federal support, (2) the services and activities during the past three years that have been related to the proposed program, and (3) the assurances that federal funds will not be used to supplant funds already available. Florida's guidelines include additional questions aimed at the applicant's needs as related to national needs.

ILLUSTRATIVE CASE

XIV. Tax Effort

A. Degree of Tax Effort

1. Present tax levy for the total educational program is 13 1/2 mills.

2. Property assessment is 4 percent of market value.

3. Average per pupil expenditure for current operation in 19-- is $352 while the average for the state is $465.

4. The amount of nontaxable property includes hospitals, churches, other public buildings, and the Air Force Base installation.

B. Ability to Meet Critical Educational Needs

1. School district has no preschool program.

2. Systemwide in-service planning is held three days per year.

3. The ratio of classroom teachers to pupils in the elementary school is approximately 26 to 1 and approximately 22 to 1 for the secondary schools.

4. School cumulative enrollment in X-County for the past four years was:

19--/--	13,723
19--/--	15,223
19--/--	16,060
19--/--	16,593

The present active enrollment is 15,585.

5. All buildings meet the state fire safety standards.

CASE COMMENTARY

B. Suggested References

1. "The Economics and Financing of Education," No. 5 of Emerging Designs for Education Series, eds. Edgar L. Morphet and David L. Jesser. An Eight State Project. New York: Citation Press, 1968.

2. High Schools in the South, A Fact Book, Chapter 2. Nashville: Division of Surveys and Field Services, Center for Southern Education Studies, George Peabody College for Teachers, 1966, pp. 7-20.

C. Ideal Statement

When reasonable local efforts have failed to produce sufficient resources for an adequate education program, state and federal resources should be made available to insure it.

D. Critique

No Critique is necessary.

ILLUSTRATIVE CASE

FINANCIAL DATA

PROPOSED BUDGET SUMMARY __/
For Title III P. L. 89-10 Funds
(one summary for each proposed grant period)

Name and address of applicant X County Board of Education — Manor, Tappan

Grant period would begin ______ and end June 30,

Expenditure Accounts	Acct. No.	Salaries		Contracted Services	Materials & Supplies	Travel	Equip-ment	Other Expenses	Total
		Professional	Non-Professional						
1 Administration	100	$ 2,000	$ 4,000		$ 2,800	$ 700	$	$	$ 9,500
2 Instruction	200	46,500							46,500
3 Attendance	300								
4 Health Service	400								
5 Pupil Transportation Service	500								
6 Operation of Plant	600							6,500	6,500
7 Maintenance of Plant	700								
8 Fixed Charges	800	5,021	192						5,213
9 Food Services	900								
10 Student-body Activities	1000								
11 Community Services	1100								
12 Remodeling	1200								
13 Capital Outlay-Equipment only	1230						49,287		49,287
14 TOTAL		$ 53,521	$ 4,192		$ 2,800	$ 700	$49,287	$ 6,500	$117,000

EXPENDITURE ACCOUNT NO. 100 Administration

Name and Title, Purpose, or Item Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
One part-time project administrator with assignment in direction, management and evaluation. Normal working hours in Title III will average 1 1/2 hours per day, 5 days per week for 12 months at a rate of $166.64/month or $2,000/year.				$2,000.00		ILLUSTRATIVE CASE
One full-time clerical employee (secretary-bookkeeper) @ $333.33/month or $4,000/ year with normal working hours from 8:30 a.m. - 5:00 p.m. 5 days/week for 12 months				$4,000.00		
Materials and supplies - see attached list				$2,800.00		
Travel - see attached list				700.00		
					Total	$9,500.00

ILLUSTRATIVE CASE

Materials and Supplies for Project Operation (100)

Quantity	Item	Cost
60 rm	Mimeo paper 20 wt @ 1.40 rm	$ 84.00
60 rm	Ditto paper 20 wt @ 1.30 rm	78.00
4 bx	#10 envelopes @ 3.25 bx	13.00
4 bx	#6 3/4 envelopes @ 2.30 bx	9.40
10 rm	Bond paper @ 2.30 rm	23.00
4 qt	Ink @ 1.50 qt	6.00
6 gross	Pencils #2 @ 8.68 gross	52.08
12 quire	Stencils @ 4.10 quire	49.20
6 bx	Master Ditto units @ 3.25 bx	19.50
4 bx	Carbon paper @ 2.50 bx	10.00
2 rm	Onion skin paper @ 2.50 rm	5.00
1 doz	Typewriter erasers @ 2.45 doz	2.45
	Title III office supplies including checks, record sheets, purchase order forms for fiscal year	50.00
	Telephone	75.00
	Postage	15.00
1 doz	Typewriter ribbons @ 13.37 doz	13.37
100 reels	Recording tape 600' @ 2.00 reel	200.00
200 reels	Recording tape 1200' @ 2.50 reel	500.00
	Testing materials to be determined--sufficient to provide data on approximately 4,000 children @ approx. 33 1/3¢ per child	1,350.00
4 ctn	#1 Gem clips @ 1.00 ctn	4.00
4	#502 staplers @ 7.50	30.00
4	#302 staplers @ 3.50	14.00
10 bx	Staples (standard) 75¢ bx	7.50
1 doz	Pencil sharpeners @ 3.00	36.00
1 doz rolls	Scotch tape @ 12.00 doz	12.00
3	Wall screens for projection 40 x 40 @ 31.95	95.85
6 pairs	Scissors (teacher) @ 1.30	7.80
3 rolls	Colorama asst paper @ 12.61	37.85
		$2,800.00

ILLUSTRATIVE CASE

Travel (100)

It is an estimated distance of 86 miles around the county to elementary schools being served by Title III project. It is estimated that project director will average one trip each week visiting project operation at $6.88 per week for a total expense of $289.00 over a 10 month period. An additional $123.00 for miscellaneous travel has been set aside to pay travel necessary to Atlanta and to other Title III projects. In-service consultant travel has been figured on the basis of round trip from Athens, Georgia (University of Georgia) to X-County at 8¢ per mile x 240 milles = $18.20 travel expenses. It is estimated that for the in-service days allotted, some 15 trips will be made by consultants during the year.

$700.00

EXPENDITURE ACCOUNT NO. 200 Instructional

Name and Title, Purpose, or Item Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
One professional teacher of speech/language with T-6 or equivalent. Salary including local supplement of $750 in addition to state scale - monthly rate of $862.50.	X			$10,350.00		ILLUSTRATIVE CASE
One professional teacher with training in linguistics with 5 year certificate. Salary includes local supplement of $750 in addition to state scale - monthly rate of $750.	X			9,000.00		
One professional teacher of speech/language with T-4 certificate. Salary includes $750 local supplement in addition to state scale - monthly rate of $570.	X			6,600.00		
Three paraprofessionals to assist the professionalsaataan average monthly salary of $446. Salary estimated as follows, one 4 year college, one 3 year college, one 2 year college trained.	X			16,050.00		

EXPENDITURE ACCOUNT NO. 200 Instructional (continued)

Name and Title, Purpose, or Item Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
In-service consultants. Consultants to serve a total of 45 days at an estimated $100 total cost per consultant per day served. Estimate based upon the following: $75 consultant fee/daily plus subsistance allowance of $16/day for room and $9/day for meals. (Total $100.00)		X		4,500.00		ILLUSTRATIVE CASE
					TOTAL	$46,500.00

EXPENDITURE ACCOUNT NO. 600 Operation of Plant

Name and Title, Purpose, or Item Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
Expenditures for operation of project per unit $2,000.00 3 units x 2,000= $6,000.00 Itemized Insurance per unit $75.00= $225.00 Gasoline and oil based upon average expenditure of.25/mile for average estimated 2,000 miles/year per unit $500/unit /year x 3= $1,500.00 Electricity for lights, power and heating/cooling units at $142.50 per unit per month for total in regular term of $4,275.00				$6,000.00		ILLUSTRATIVE CASE
Custodial Services-- To be paid to X-County Board of Education for providing janitorial and custodial care for portable units an amount of $41.66/month or $500.00/year.				500.00		
					Total	$6,500.00

ILLUSTRATIVE CASE

EXPENDITURE ACCOUNT NO. 800 Fixed Charges

Name and Title, Purpose, or Item Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
Teacher retirement at rate of 7% on total professional salary of $44,000.00				$3,080.00		
Social Security on all salaries at 4.8% (non-professional salary Social Security $192.00)				2,133.00		
					Total	$5,213.00

EXPENDITURE ACCOUNT NO. 1230 Capital Outlay (Equipment Only)

Name and Title, Purpose, or Item Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
3 portable mobile units for use in instructional program. Cost per unit at $13,000 built to specifications of X-County Bd. of Educ. Speech & Language Project.						$39,000
Instructional equipment including items as follows:						
Tone audiometer @ $300			3	900.00		
Speech audiometer @ $140			3	420.00		
Tape recorders @ $130			6	780.00		
Peabody Language Kits @ $55			6	330.00		
TV amplifier/earphones @ $115			6	690.00		
Phonic mirrors @ $450			6	2,700.00		
Typewriters (1 per unit)			3	825.00		
Typewriter for Title III office				350.00		
Language Masters @ 250.00			6	1,500.00		
Language Master units @ 35.00 18 units ordered				630.00		
Blank Lang. Masters @ 6.00/100			8 1/2	51.00		
File cabinets-4 drawer w/lock @ 75.00			3	225.00		
Reels of recording tape for evaluations at $2.00 per reel 600 ft. reel			440	880.00		
						10,287
					TOTAL	$49,287

ILLUSTRATIVE CASE

ASSURANCES

ILLUSTRATIVE CASE

ASSURANCES FOR INITIAL APPLICATION

THE APPLICANT HEREBY GIVES ASSURANCE TO THE UNITED STATES COMMISSIONER OF EDUCATION THAT:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant. [Attach a copy of substantiating document(s)];

2. The activities and services for which assistance is sought under this Title will be administered by or under the supervision of the applicant;

3. In planning the program proposed in the application, there has been, and in establishing and carrying out that program, there will be participation of the appropriate cultural and educational resource(s) of the area to be served;

4. Any funds received under this grant shall not be used to supplant funds normally budgeted for the planning of services of the same type;

5. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance from the Department. (The assurance of compliance (HEW 441), or court order, or desegregation plan previously filed with the U.S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application);

6. The project will be operated in compliance with Public Law 89-10 and with Regulations and other policies and administrative issuances by the Commissioner, including submission of such reports as may be required;

7. Copies of this application have been submitted for review and recommendation to the State educational agency;

8. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as

the authorized representative of the applicant in connection with this application. [Attach copy of authorizing document(s).]

I, John Asker, do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto and hereby made a part of this application, are true and correct to the best of my knowledge and belief.

DATED: March 1, 1970

X-County Public Schools
(Legal name of applicant)

BY John Asker
(Signature of authorized representative)

Superintendent of Schools
(Representative's title)

NOTARY PUBLIC: Subscribed to before me this

March 1, 1970 Manor, Tappan
(City) (State)

NOTARY
PUBLIC
SEAL

SIGNATURE OF NOTARY PUBLIC

DATE NOTARY'S COMMISSION EXPIRES January 1, 1972

CERTIFICATE

I, John Asker, Superintendent of the X-County Public Schools, Manor, X-County, Tappan, hereby certify that in a regular meeting of the Board of Education of the X-County Public Schools held on January 1, 1970, the superintendent was duly authorized to submit a proposal requesting federal funds under Title III of Public Law 89-10, to implement the program entitled School Improvement Through Communication Skills Development. This program will be located in the X-County Schools in the state of Tappan. It is further certified that this record may be found on the minutes of the X-County Board of Education dated January 1, 1970, appearing on page 273 of Minute Book Number I.

WITNESS my signature this 1st day of March, 1970.

John Asker

John Asker, Superintendent
X-County Public Schools

NOTARY PUBLIC: Subscribed to before me this

March 1, 1970 Manor, (City) Tappan (State)

SIGNATURE OF NOTARY PUBLIC Martin C. Rawney

DATE NOTARY'S COMMISSION EXPIRES January 1, 1972

NOTARY
PUBLIC
SEAL

ILLUSTRATIVE CASE

REVIEW OF RELATED RESEARCH

Editor's Note: Although the following section is technically a bibliography, the PACE Manual and many state guidelines entitle this section "Review of Related Research," the title given in this Illustrative Case. Agencies preparing a proposal should consult applicable manuals for the correct title and form for presenting bibliographical entries.

A. Single Volume Works

Bateman, Donald R., and Frank J. Zidonis. *The Effect of a Knowledge of Generative Grammar upon the Growth of Language Complexity*. (Final Report). Columbus: Research Foundation, Ohio State University, 1964.

Brengleman, Fredrick H., and John C. Manning. *A Linguistic Approach to the Teaching of English as a Foreign Language to Kindergarten Pupils in Spanish*. Minneapolis: University of Minnesota; Fresno, California: Fresno State College, 1966.

Brown, Roger. *Environmental Assistance to the Child's Acquisition of Grammar*. Cambridge, Mass.: Harvard University Press, 1965.

Byrne, Margaret C. *Development and Evaluation of a Speech Improvement Program for Kindergarten and First-Grade Children*. Lawrence, Kansas: University of Kansas Press, 1967.

Deutsch, Martin. *The Role of Social Class in Language Development and Cognition*. New York: Institute for Developmental Studies, New York Medical College, 1964.

Johnson, Neal F. *Sequential Characteristics of Language*. Columbus: Research Foundation, Ohio State University, 1965.

Kellog, Ralph E. *A Study of the Effect of a First Grade Listening Instructional Program Upon Achievement in Listening and Reading*. San Diego, California: San Diego County Department of Education, 1966.

Labov, William, and others. *A Preliminary Study of the Structure of English used by Negro and Puerto Rican Speakers in New York City*. New York: Columbia University, 1965.

Lefevre, Carl A. *Linguistics, English, and the Language Arts*. Boston, Massachusetts: Allyn and Bacon, Inc., 1970.

Marckwardt, Albert N. *Linguistics and the Teaching of English*. Bloomington: Indiana University Press, 1966.

NCTE Task Force on Teaching English to the Disadvantaged. Language Programs for the Disadvantaged. Champaign, Illinois: National Council of Teachers of English, 1965.

Ross, Raymond S., and others. Speech Fright Problems of Grade School Students. Detroit: Wayne State University, 1966.

Schwarz, E. Terry, and Virginia Stern. Education of the Deprived and Segregated. Seminar on Education for Culturally Different Youth. New York: Bank Street College, 1963.

Smith, Mary L. Listening Habits and Speech Sound Discrimination Developed through a Multiple Sensory Approach. Harvard, California: Alamada County Public Schools, 1962.

Stauffer, Russell G., and W. Dorsey Hammond. Effectiveness of a Language Arts and Basic Reader Approach to First Grade Reading Instruction. Newark: Delaware University, 1965.

B. Multivolume Works and Series

English Curriculum Study Center, the following titles:

A Curriculum in Written Composition, K-3, A Guide for Teaching,
A Curriculum in Written Composition, 4-6, A Guide for Teaching,
The English Sentence, K-6,
Factual Reporting, K-6,
Formal Correspondence: Business Letters, K-6,
Informal Correspondence: Personal Letters, K-6,
Learning to Define, K-6,
History of the English Language, K-6,
Morphology, K-6,
Paragraph Development, K-6,
Structuring a Composition, K-6,
Writing Poetry, K-6,
Writing Stories and Plays, K-6,
Usage and Dialect, K-6,
Use of Literary Models in Teaching Written Composition, K-6,
Using the Dictionary, K-6,
Using Figurative Language, K-6.

The above titles were published at Athens by the University of Georgia in 1968.

C. Government Documents

National Advisory Council on the Education of Disadvantaged Children. *Excerpts from Report by National Advisory Council on the Education of Disadvantaged Children.* Washington: Government Printing Office, 1967.

D. Periodicals

Atkinson, Richard C. "A Reply to Professor Spache's Article, A Reaction to Computer-assisted Instruction in Initial Reading: The Stanford Project," Reading Research Quarterly, III, 3, (Spring, 1968), 418-420.

Coleman, E.B., and G.R. Miller. "A Measure of Information Gained During Prose Learning," Reading Research Quarterly, III, 3, (Spring, 1968), 369-386.

Doxey, A. Wilkerson. "Programs and Practices in Compensatory Education for Disadvantaged Children," Review of Educational Research, XXXV, 5 (December, 1965), 426-440.

Ellson, D.G., Phillip Harris, and Larry Barber. "A Field Test of Programmed and Directed Tutoring," Reading Research Quarterly, III, 3, (Spring, 1968), 307-367.

Gordon, Edmund W. "Characteristics of Socially Disadvantaged Children," Review of Educational Research, XXXV, 5, (December, 1965), 377-387.

Grotberg, Edith H. "Learning Disabilities and Remediation in Disadvantaged Children," Review of Educational Research, XXXV, 5, (December, 1965), 413-425.

Karp, Joan M. and Irving Sigel. "Psychoeducational Appraisal of Disadvantaged Children," Review of Educational Research, XXXV, 5, (December, 1965), 401-413.

Raph, Jane Beasley. "Language Development in Socially Disadvantaged Children," Review of Educational Research, XXXV, 5, (December, 1965), 389-400.

Robertson, Jean E. "Pupil Understanding of Connectives in Reading," Reading Research Quarterly, III, 3, (Spring, 1968), 387-417.

E. Other Resources

Galloway, Elizabeth B., and Gordon W. Gray. "A Working Paper on Teaching Language Arts Skills to Disadvantaged Children." Unpublished paper, Clemson University, 1970.

Coleman, E.B. "Management Plan for a National Effort in Reading." Unpublished paper, University of Texas at El Paso, January 29, 1970.

CASE COMMENTARY

SUPPLEMENTARY BIBLIOGRAPHY

Editor's Note: The entries in this section appear in the Case Commentary Narrative. They have been categorized and alphabetized here for the convenience of those using this document.

CASE COMMENTARY

A. Single Volume Works

Goodlad, John. *Planning and Organization for Teaching*. Washington: National Education Association, Project on Instruction, 1963.

Hawkridge, G., P.C. Campeau, and P.K. Trickett. *Preparing Evaluation Reports of Educational Programs: A Guide for Authors*. Palo Alto: American Institutes for Research in the Behavioral Sciences, 1969.

McAshan, H.H. *Writing Behavioral Objectives*. Gainesville: Florida Research and Development Council, 1969.

Mager, Robert F. *Preparing Instructional Objectives*. Palo Alto, California: Fearon Publishers, Inc., 1962.

Southern Association of Colleges and Schools. *Evaluating the Elementary School, A Guide for Cooperative Study*, 1964 ed. Atlanta: The Association, 1969.

CASE COMMENTARY

B. Multivolume Works and Series

American Educational Research Association. *AERA Monograph Series on Curriculum Evaluation*, No. 3. Chicago: Rand McNally, 1967.

Morphet, Edgar L., and Charles O. Ryan (eds.). *Prospective Changes in Society by 1980*. No. 1 of *Designing Education for the Future Series*. An Eight State Project. New York: Citation Press, 1969.

__________. *Planning and Effecting Needed Changes in Education*. No. 3 of *Designing Education for the Future Series*. An Eight State Project. New York: Citation Press, 1969.

__________ and David L. Jesser (eds.). *The Economics and Financing of Education*. No. 5 of *Emerging Designs for Education Series*. An Eight State Project. New York: Citation Press, 1968.

Southeastern Education Laboratory. *Comprehensive Planning Guide*. No. 1 of *SEL Pathways to Better Schools Series*. Atlanta: The Laboratory, 1970.

CASE COMMENTARY

C. Government Documents

Cook, Desmond L. Program Evaluation and Review Technique. Cooperative Research Monograph No. 17. Washington: Government Printing Office, 1967.

National Study of Secondary School Evaluation. Evaluative Criteria. 4th ed. Washington: Government Printing Office, 1969.

Projects to Advance Creativity in Education (PACE). A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. Washington: Government Printing Office, 1967.

CASE COMMENTARY

D. Other Sources

Alexander, William M. A Working Paper on Organization for Instruction. Prepared for Project Ideals through Florida Education Research and Development Council, March, 1967.

Center for Southern Education Studies. High Schools in the South, A Fact Book. Nashville: George Peabody College for Teachers, 1966.

Committee on Assessing the Progress of Education. "How Much Are Students Learning?" Ann Arbor, 1968.

Krathwohl, David R. How to Prepare a Research Proposal. Syracuse: Syracuse University, 1966.

Popham, W. James. "Selecting Appropriate Education Objectives." Los Angeles: Vimcet Associates, 1967. (Filmstrips).